Unit title	Unit 2: Environment and Sustainability in the Hospitality Industry
Guided learning hours	60 GLH
Number of lessons	20
Duration of lessons	3 hrs
Links to other units	
● Unit 1: The Hospitality Industry ● Unit 6: Hospitality Business Enterprise ● Unit 7: Supervise Food Service Operations ● Unit 8: Supervise Food and Beverage Service ● Unit 15: Front Office Operations ● Unit 16: Accommodation Operations	

Key to learning opportunities			
AW	Assignment writing	**RS**	Revision session
GS	Guest speaker	**V**	Visit
IS	Independent study	**WE**	Work experience

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
Learning aim A: Understand the impact of the hospitality industry on the environment				
1	**A1:** Impact of the hospitality industry on the environment ● Definitions of 'environment'	GW IS	● **Lead in:** Tutor to introduce unit and explain that learners will be exploring the impact of the hospitality industry on the environment and the measures that the industry can take to ensure a sustainable environment. Learners need to be aware that this unit is assessed by means of a Pearson set assignment brief. ● **Class discussion:** Background to hospitality and the environment. Ask learners what they know about climate change. Ask for learners' responses. Show video clips of environmental problems.	● Unit specification ● Unit glossary ● Tutor presentation ● Activity sheet ● Access to YouTube to search for clips on environmental

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			● **Paired activity:** How can the hospitality industry help the environment? Learners list ways in which they think the hospitality industry can help the environment, such as using less water or using less energy. ● **Class discussion:** Ask for learners' responses to the activity, 'How can the hospitality industry help the environment?' Ask learners what the term 'environment' means to them. ● **Paired activity:** Leaners complete internet research on what the term 'environment' means. Pairs use their research findings to create a blog post on this topic. Learners should be encouraged to search YouTube for 'How to create a blog' or you can provide a suitable template. When complete, learners post their blogs and, in pairs, navigate through another pair's work. Learners make comments and provide feedback, suggesting improvements to other pairs' work. ● **Tutor-led presentation:** Define the key terms learners should understand that relate to the environment, to include: environment, climate change, carbon footprint, sustainability, greenwashing, 6 Rs (recycle, rethink, refuse, reuse, repair, reduce), ethical customers, trade and food miles. ● **Individual activity:** Learners complete a tutor-devised activity sheet to ensure understanding of given definitions. ● **Small group work:** Learners produce mind-maps of how they could encourage the 6 Rs in hospitality. ● **Plenary:** Question and answer session to check learning on the definitions of 'environment'. Class discussion on learners' ideas about how the 6Rs could be encouraged in the hospitality industry. Learners start to create a Unit 2 glossary which can be used for revision purposes by the class.	issues (e.g. waste disposal, climate change, sustainability, organic foods) ● Internet access ● Access to You Tube video, 'How to create a blog'
2	**A1:** Impact of the hospitality industry on the environment	GW	● **Lead-in:** Tutor to re-cap key environment definitions from lesson 1. Tutor to introduce learners to the impact of hospitality on the environment.	● Sticky notes ● Whiteboard

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
	● Positive and negative impacts of hospitality on the environment		● **Class discussion:** What do learners think are the impacts of the hospitality industry on the environment? Ask learners to write ideas on sticky notes and place them on the whiteboard. Discuss learners' responses. ● **Paired activity:** Learners investigate the positive and negative impacts of the hospitality industry on the environment by conducting internet research to devise a list of both positive and negative effects. Learners add to the blog created in lesson 1. ● **Paired activity:** In pairs, learners post their blogs and then explore peers' blog posts, providing comments / feedback on other pairs' work. ● **Tutor-led presentation:** Reinforcement of the positive and negative impacts of the hospitality industry on the environment. ● **Knowledge quiz:** Check learners' understanding of the impacts of hospitality on the environment. ● **Plenary:** Learners add new terms to the unit glossary. Compile relevant questions for class visit in lesson 3.	● Internet access ● Tutor presentation ● Access to You Tube video, 'How to create a blog' ● Presentation software ● Knowledge quiz ● Unit glossary
3	**A1**: Impact of the hospitality industry on the environment ● Visit to a hospitality organisation: Environmental impacts	V IS	● **Class visit:** Tutor to organise a visit to a hospitality organisation to allow learners to gain a better understanding of the impact of the hospitality industry on the environment. ● **Individual activity:** Learners complete an activity sheet during the visit, looking for points to note.	● Visit to hospitality organisation ● Activity sheet
4	**A1**: Impact of the hospitality industry on the environment ● Growth of hospitality businesses	GW IS	● **Lead-in:** Class discussion to assess learners' understanding of environmental issues from the visit in the previous lesson. ● **Small group work:** Learners review the overall impact on the environment of the increase in hospitality businesses, customer numbers and customer choices. Divide learners into small	● Activity sheet ● Internet access

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			groups and assign them one of the following: (a) hospitality businesses, (b) customer numbers or (c) customer choices. Learners research the impact on the environment of an increase in their assigned area. In their groups, learners create a presentation which they share with the class. Ask class members for feedback during a class discussion at the end of each presentation. ● **Individual activity:** Devises a list of different equipment and products used in the industry. Learners research the carbon footprint of given equipment and products used in the hospitality industry. Learners share their findings with the rest of the group. ● **Plenary:** Question and answer session about the impact of growth in the hospitality industry to check learning.	
5	**A2**: Conflicting needs of different stakeholders ● Responsibilities of businesses to their stakeholders in maintaining sustainable policies	GW	● **Lead-in:** Class discussion to recap learning from lesson 4 on sustainable methods of growth in the hospitality business. ● **Tutor-led presentation:** Introduce learners to the term 'stakeholders', including shareholders, customers, employees, suppliers, the local community and the government. ● **Knowledge quiz:** Individually, learners complete a tutor-devised knowledge quiz to check their understanding of the term 'stakeholder' and other terms used in the presentation. ● **Tutor-led presentation:** Introduce learners to the conflicting needs of different stakeholders when maintaining sustainable policies. The presentation should also discuss the role of relevant governments and agencies in topics relating to the environment and consider any conflicts that may arise between economic and environmental priorities. ● **Paired activity:** Learners investigate current environmental issues that are relevant to their country and add to their previously created blog. They then present their blogs to the	● Tutor presentation(s) ● Knowledge quiz ● Internet access ● Access to You Tube video, 'How to create a blog' ● Unit glossary

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			rest of the group. ● **Plenary:** Question and answer session on conflicting needs and responsibilities of different stakeholders to check learning. Learners add new terms to unit glossary.	
6	**A3**: Benefits and challenges of operating a sustainable business ● How operating a sustainable business will potentially affect profit, reputation and customer satisfaction	GW IS	● **Lead-in:** Class discussion to recap content from lesson 5 on conflicting needs and responsibilities of different stakeholders. ● **Class discussion:** Introduce learners to the benefits of operating a sustainable business to include CSR (Corporate Social Responsibility), impact on quality of the environment, the local environment and operating ethically. ● **Individual activity:** Learners complete a tutor-devised worksheet on benefits of operating a sustainable business, to reinforce their understanding. ● **Tutor-led presentation:** Outline the commercial benefits of operating a sustainable business, to include the impact on costs, staff motivation, customers' perception of the business, brand value and investment opportunities. ● **Paired activity:** Learners write a letter to a local government agency, outlining the commercial benefits of sustainable operations in a hospitality business. Each pair should be given one area to focus on from: costs, staff motivation, customers' perception of the business, brand value or investment opportunities. Learners hand in their letters for marking. ● **Paired activity:** Learners devise at least three questions they want to ask a guest speaker about environmental or sustainability issues being faced by the hospitality industry and the speaker's organisation. ● **Plenary:** Learners add new terms to unit glossary. Check learners' questions for next lesson's guest speaker.	● Activity sheets ● Tutor presentation ● Unit glossary
7	**A3**: Benefits and challenges of	GS	● **Lead-in:** Introduction to guest speaker. ● **Guest speaker:** Speaker talks to learners about the current	● Guest speaker ● Internet access

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	operating a sustainable business ● Challenges of operating a sustainable business		environmental issues their organisation is facing and how they are dealing with these issues. ● **Question and answer session:** Learners have the opportunity to ask questions they may have about environmental or sustainability issues. Thank guest speaker. ● **Paired activity:** Learners list the challenges faced by a hospitality business when operating sustainably; their ideas can then be added to a fact sheet or leaflet. Learners can then share their ideas with the rest of the class. ● **Plenary:** Question and answer session on the benefits and challenges of operating a sustainable business to check learners' understanding.	
8	● **A1**: Impact of the hospitality industry on the environment ● **A2**: Conflicting needs of different stakeholders ● **A3**: Benefits and challenges of operating a sustainable business ● Understand the impact of the hospitality industry on the environment	RS	● **Lead-in:** Class discussion to recap learners' findings about the current environmental issues facing hospitality businesses from the guest speaker (lesson 7). ● **Revision:** Learners review A1–A3 content. Provide case studies (for example, a letter to a company asking them to introduce sustainable practices), activity sheets (for example, positive and negative impacts of hospitality on the environment) and/or a knowledge quiz to ensure learners' understanding. These activities are to be handed in for tutor marking as formative assessment. ● **Plenary:** Question and answer session to check any gaps in learners' knowledge.	● Case studies ● Activity sheets ● Knowledge quiz
Learning aim B: Undertake research into an environmental issue in a hospitality business				
9	**B1**: Measures taken by the industry to ensure a sustainable environment	GW IS	● **Lead-in:** Class discussion to introduce learning aim and inform learners that for this learning aim they will be completing some set assignment work for assessment. **NB:** Learners will be completing some research for the unit assessment.	● Internet access ● Tutor presentation ● Case study

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
	● Sustainability in hospitality organisations		● **Individual activity:** Learners research a definition of 'sustainability', then share their definitions with the rest of the group. Learners could present their definitions on sticky notes which they can present to the rest of the class. ● **Tutor-led presentation:** Definitions of sustainability and examples of the principles of sustainability including environmental, social and economic issues. Highlight alternative terminology, along with the costs and benefits (from different perspectives) of planning and implementing changes as a result of environmental impact assessments. ● **Paired activity:** Give learners a case study based around a hospitality organisation that needs to improve its sustainability profile after a poor environmental impact assessment. Learners offer solutions as to how it may improve; they record their solutions alongside the case study and present ideas to the rest of the group. ● **Plenary:** Learners add new terms to the unit glossary.	● Unit glossary
10	● **B1**: Measures taken by the industry to ensure a sustainable environment ● Measures to ensure sustainability in hospitality organisations, with examples of good practice	GW	● **Lead-in:** Class discussion to recap the definition of 'sustainability' from lesson 7. ● **Class discussion:** Learners discuss measures that should be taken to ensure a sustainable environment is maintained in hospitality organisations. Use examples of good practice to include local sourcing and environmentally-friendly operations and the implications for businesses and customers. ● **Paired activity:** Learners prepare a presentation on the measures taken by the hospitality industry to ensure a sustainable environment, then present to the rest of the group. ● **Plenary:** Learners complete an evaluation by performing a RAG rating on each learners' presentation and their understanding of each sustainability measure covered in the presentation. Learners could use the feedback to suggest improvements to their own presentation.	● Presentation software ● Examples of good sustainability practice from different hospitality organisations in the local area

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Lesson	Topic	Lesson type	Suggested activities	Classroom resources
11	● **B2**: Plan research into an environmental issue ● Environmental issues and planning of research	GW IS	● **Lead-in:** Class discussion to recap sustainability measures covered in lesson 10. ● **Class discussion:** Introduce learners to the concept of environmental issues which may affect the hospitality industry locally. ● **Small group work:** Learners use the internet to research local environmental issues relating to infrastructure, business practices or customer choice. Learners present their findings to the rest of the group by means of a poster or leaflet, which could be displayed to the class and peer feedback given. ● **Tutor-led presentation:** Outline the concepts involved when planning research. ● **Individual activity:** Learners select an environmental issue which interests them and plan how they are going to research the issue. ● **Plenary:** Question and answer session to check learners' understanding of environmental issues and research methods.	● Tutor presentation ● Internet access
12	**B3**: Carry out research into an environmental issue	IS	● **Lead-in:** Lead a class discussion to recap methods of research from lesson 11. Ensure learners understand that this is a practice for assessment. ● **Individual activity:** Learners research the environmental issue they selected in lesson 11, following their plan. Learners should be able to summarise their findings and relate them back to the initial aims of the research. This work (including the presentation of findings) is to be handed in for tutor marking as formative assessment. ● **Individual activity:** Learners present the results of their research to the rest of the group. ● **Plenary:** Learners participate in a class discussion about their findings, and assess the challenges encountered when completing the research study.	● Internet access ● Presentation software

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
Learning aim C: Develop an environmental policy for a hospitality business				
13	**C1**: Environmental policy ● Purpose and advantages of environmental policies	GW	● **Lead-in:** Introduce learners to the use of environmental policies in hospitality organisations. Show examples of completed environmental policies. ● **Paired activity:** Learners research different hospitality organisations local to them and find out if they have an environmental policy and, if so, what this policy consists of. ● **Tutor-led presentation:** Outline the purpose of an environmental policy (i.e. provides information on company performance and assesses extent of harm to the environment by activities, waste, noise, etc.). The presentation could be extended to explain the advantages of having such a policy, including reduced environmental problems, improved company image, efficient use of sustainable resources, increased awareness, attract and retain staff, financial incentives and competitive position. ● **Paired activity:** Learners create a blog post outlining what should be included when setting an environmental policy. Areas to include are: o minimisation of carbon footprint o reduction of waste going to landfill o sustainable sourcing o education of guests and employees on sustainability issues o use of local suppliers. ● **Extension:** Learners add to their blog to include an analysis of how well the environmental policy of the local organisation they researched during the paired activity fulfils these areas. ● **Tutor-led presentation:** Explore the main areas to be included in an environmental policy, and ways in which they can be simplified.	● Environmental policies from different hospitality organisations ● Tutor presentations ● Access to You Tube video, 'How to create a blog' ● Activity sheet

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			● **Plenary:** Question and answer session on the purpose and advantages of environmental policies to check learning. Use a tutor-devised activity sheet to enhance this task. Learners devise questions to be asked during the visit in lesson 14.	
14	● **C1**: Environmental policy ● Environmental policy in hospitality organisations	V	• **Class visit:** Visit a local hospitality organisation that either has an environmental policy or is working towards putting an environmental policy in place. • **Individual activity:** During the visit, learners complete a tutor-devised activity sheet on the content of an environmental policy in the visited hospitality organisation.	● Visit ● Activity sheet
15	● **C2**: Procedures to complete the environmental policy ● **C3**: Measures of success and progress ● Plan and produce an environmental policy ● Set targets and review policy	GW	• **Lead-in:** Lead a class discussion to recap findings about the policies in place at the external hospitality organisation visited in lesson 14. • **Paired activity:** Use a case study based on a local hospitality organisation to allow learners to show their understanding of the requirements of an environmental policy. A tutor-devised activity sheet will reinforce learners' understanding. • **Paired activity:** Learners devise an environmental policy for a chosen hospitality organisation using the simplified areas identified in lesson 13. • **Class discussion:** Introduce ways to measure the success of an environmental policy by leading a class discussion focused on setting targets and staff motivation and training. Include how the needs of the organisation will be met and the likelihood that the policy will be a success by reviewing the targets set. • **Paired activity:** Learners devise a set of targets for their environmental policy, then review their policy to evaluate how it will meet the needs of the organisation and how the targets will be met. • **Plenary:** Question and answer session to check learners' understanding of the approaches to planning and producing an	● Case study ● Activity sheet(s) ● Internet access

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			environmental policy. A tutor-devised activity sheet on setting and reviewing targets would be useful to check understanding.	
16	● Learning aim A: Understand the impact of the hospitality industry on the environment ● Learning aim B: Undertake research into an environmental issue in a hospitality business ● Learning aim C: Develop an environmental policy for a hospitality business	RS IS AW	• **Lead-in:** Produce a mock assignment based on the research learners completed in lesson 12. This can use a similar format to the set assignment but using different themes. • **Individual activity:** Learners produce a report that assesses the influence of hospitality businesses on the environment and evaluates the advantages and challenges of running a sustainable business. • **Individual activity:** Learners produce an environmental policy which: o states the purpose of an environmental policy o identifies the key areas o states the impact of the organisation on the local community, wildlife habitats and the landscape o states the targets that will be set and how progress against them will be measured o identifies personnel who will be responsible for implementing the policy o includes an evaluation of how the policy will meet the needs of the organisation. • **NB.** The report and environmental policy are to be handed in for tutor marking as formative assessment.	● Mock assignment

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
17	● Learning aim A: Understand the impact of the hospitality industry on the environment ● Learning aim B: Undertake research into an environmental issue in a hospitality business ● Learning aim C: Develop an environmental policy for a hospitality business	AW IS RS GW	● **Lead-in:** Lead a class discussion of the work handed in for marking in lesson 16. Focus on any issues found by learners and ways to resolve them. ● **Individual activity:** Learners revisit the work produced in lesson 16 and review tutor feedback. They assess challenges met when completing a report for the mock assignment. ● **Small group activity:** Provide a case study focusing on a hospitality organisation that has just devised an environmental policy. The case study should concentrate on the targets set by the organisation following the implementation of the policy, in particular how the targets will be set and the effect of these targets. This will ensure learners' understanding and act as a revision aid for the set assignment. ● **Individual activity:** Learners revisit the work produced in lesson 16 and review tutor feedback. They assess challenges met when completing a report for the mock assignment. ● **Small group activity:** Provide a case study focusing on a hospitality organisation that has just devised an environmental policy. The case study should concentrate on the targets set by the organisation following the implementation of the policy, in particular how the targets will be set and the effect of these targets. This will ensure learners' understanding and act as a revision aid for the set assignment. A tutor-devised activity sheet will reinforce learners' understanding. ● **Paired activity:** Learners devise a quiz which focuses on the impact of hospitality on the environment and environmental policies. Learners present their quizzes to their peers to answer, then give and receive feedback. ● **Individual activity:** Learners ensure they have all the resources they will need for Activity B of the set assignment. ● **Plenary:** Question and answer session to check learners' understanding of Task B of the set assignment. ● **Paired activity:** Learners devise a quiz which focuses on the	● Set assignment ● Internet access ● Marked learner work from lesson 16 ● Case study ● Activity sheet

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
18–20	Set Assignment Activities	AW IS	**Set Assignment Activities**	● Set assignment ● Internet access

Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling students to access them through the school/college intranet.